DOCUMENT RESUME

ED 457 397 CE 082 447

AUTHOR Corvell, Wendy; Gavin, Dorothy; Knight, Melinda; Lorey, Barb
TITLE Course in Introduction to Cross-Cultural Communication. Adult Education in the Community.
INSTITUTION Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE 2000-00-00
NOTE 38p.; Accredited curriculum for the period January 1, 2000 to December 31, 2004. Developed by Morrison House Inc.
AVAILABLE FROM ARIS, Language Australia, Level 2, AMES Building, 255 William St., Melbourne, Victoria 3001, Australia. Tel: 61 3 9926 4794; Fax: 61 3 9926 4780; e-mail: sales@la.ames.vic.au, Web site: http://sunsite.anu.edu.au/language-australia/acfech/.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; Civil Liberties; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Cultural Interrelationships; Culture; Curriculum Guides; Developed Nations; English (Second Language); Foreign Countries; Instructional Materials; *Intercultural Communication; *Interpersonal Communication; Learning Modules; *Literacy Education; Multicultural Education; Nonverbal Communication; Student Evaluation; Verbal Communication
IDENTIFIERS *Australia

ABSTRACT

Materials are provided for Introduction to Cross-Cultural Communication, a 75-hour course developed by teachers experienced in working with students in adult literacy and basic education and English as a second language classes. The course is designed to provide adults with the skills and understanding to enable them to communicate cross-culturally in an effective manner and recognize the value of the shared and diverse aspects of different cultures. It is intended to help participants develop the confidence and concepts to assist in communication between cultures using verbal and nonverbal techniques. Part A contains contact information for submission for course accreditation. Part B contains this course information: evidence of need; purpose; structure and requirements; learning outcomes of the four modules that comprise the course; and educational practices (delivery modes, assessment, resources). Part C consists of these four modules: perception; culture; rights, responsibilities, and values; and interpersonal communication. Components of each module are module name and code; discipline code; nominal duration; module purpose; prerequisite modules; content summary; learning outcome details (assessment criteria, examples of assessment tasks for each of 3-6 stated learning outcomes); and educational practices for learning outcomes (assessment methods, conditions of assessment, delivery of the module, delivery strategy, resource requirements, occupational health and safety requirements). (YLB)

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ED 457 397

Course in Introduction to Cross-Cultural Communication

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Adult Education in the Community

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Course in Introduction to Cross-Cultural Communication

20097VIC

has been accredited under the authority of the Adult, Community and Further Education Board

Accrediatation for the period:
1st January 2000 - 31st December 2004

The Course in Introduction to Cross-Cultural Communication was developed by Morrison House Inc on behalf of the Adult, Community and Further Education Board, Victoria

Authors:
Wendy Corvell
Dorothy Gavin
Melinda Knight
Barb Lorey

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All enquiries in relation to this publication or curriculum should be addressed to:

The General Manager
Adult, Community and Further Education Board
Level 3, 2 Treasury Place
East Melbourne Victoria 3002

Further copies available from;
Adult Education Resource and Information Services (ARIS)
Language Australia Ltd.
GPO Box, 372F
Melbourne 3001
Australia
Tel: (03) 9926 4779
Fax: (03) 9926 4780
email: sales@la.ames.vic.au

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Part A
General Information

1. CONTACT DETAILS FOR SUBMISSION

1.1 Name of the proponent submitting the course
Morrison House Inc.

1.2 Position of person to provide information
Melinda Knight
Co-ordinator

1.3 Postal address
P.O. Box 101
Mt Evelyn VIC 3796

1.4 Telephone, facsimile, email
Tel: (03) 9736 1457
Fax: (03) 9736 1977
Email: mhouse@eisa.net.au

2. TYPE OF SUBMISSION

This is a submission for initial accreditation as a recognised short course.

3. COPYRIGHT AND LICENSING INFORMATION

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Adult, Community and Further Education Board
Level 3, 2 Treasury Place
East Melbourne, Victoria 3002

4. INFORMATION FOR AVETMISS

ASCO	N/A
ANZIC	N/A
Stream of Study	2200
Field of Study	030101
National Code	20097VIC

1. COURSE INFORMATION

1.1 Course name:

Introduction to Cross-Cultural Communication

1.2 Nominal duration

This is a short course which will take approximately 75 hours.

2. EVIDENCE OF NEED

Most learning institutions and work places consist of people from diverse cultures. Therefore, it is advantageous to all learners/workers to operate in an environment that is conducive to learning where cultural misunderstanding and conflict can be minimised and where participants are aware of strategies to enhance interpersonal communication.

This course was developed and written by teachers experienced in working with students in Adult Literacy and Basic Education (ALBE) and English as a Second Language (ESL) classes. Students in these classes study the Certificate in General Education for Adults (CGEA). These teachers recognised the need for a course that would provide CGEA and other Further Education students with the skills and understanding to enable them to communicate cross culturally in an effective and positive manner and realise the value of both the shared and diverse aspects of different cultures. This course also provides much needed curriculum to address one of the learning outcomes in the General Curriculum Options (GCO) Module of the CGEA: Identify, analyse and apply the practices of culture.

3. COURSE PURPOSE

The course is designed to provide adults with the skills and understanding to enable them to communicate cross culturally in an effective manner and recognise the value of both the shared and diverse aspects of different cultures. It also allows participants to develop the confidence and concepts to assist in communication between different cultures using verbal and non verbal techniques.

Students will gain knowledge and understanding about:

Perception
providing students with understanding of how it relates to their view of the world and enable students to question stereotypes, their creation and use.

Culture
providing students with an understanding of culture, values, beliefs, behaviours and customs and how they relate to an individual's perception of society.

Human rights and responsibilities
providing knowledge about human rights, their existence in Australian society and processes in place to deal with the denial of these human rights.

Interpersonal communication
providing strategies to enhance effective communication within a culture and across cultures.

4. COURSE STRUCTURE AND REQUIREMENTS

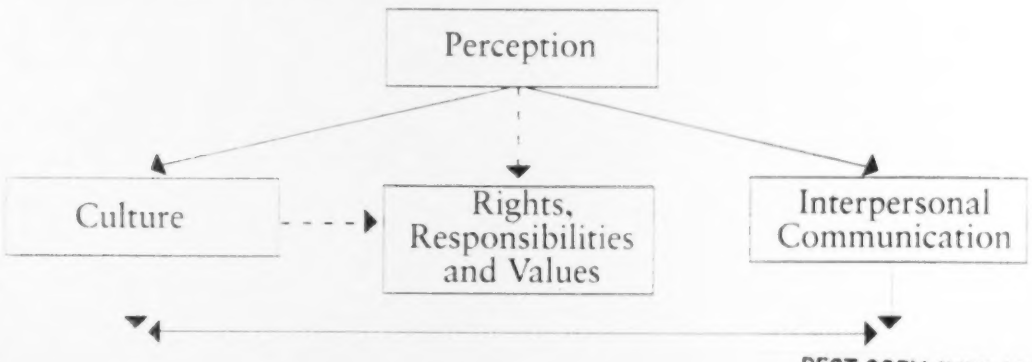
4.1 Outline of course structure

Modules	Hours
Perception	10-15
Culture	20-30
Rights, Responsibilities and Values	10-15
Interpersonal Communication	10-15
Total	75

This course has been written for students at Level 3 of Certificate II in General Education for Adults (CGEA); Level IV National Reporting System. For these students it is envisaged that each module will take approximately twenty hours. The course could be taught to students in Level 2 Certificate I in General Education for Adults, with less sophisticated responses required. Students operating at higher levels of literacy may complete the course in less time and would complete tasks at a more sophisticated level.

4.2 Module links

The Perception module, which examines the subjective nature of perception, underpins the concepts of the subsequent modules and therefore should precede both the Culture and Interpersonal Communication modules. The Rights, Responsibilities and Values module could stand alone, but students would benefit from having studied Perception and Culture prior to undertaking this unit.



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4.3 Access

There are no formal entry requirements, but students will be expected to have literacy and oracy skills consistent with Level 3 in Certificate II in General Education for Adults; Level IV National Reporting System. In order to take part in discussions, to read appropriate course material and to provide written responses.

If the course is delivered in the student's own language, other than English, a literacy level equivalent to the above will be assumed.

4.4 Exit points

On completion of each module.

5. COURSE LEARNING OUTCOMES

5.1 Module names and learning outcomes in relation to Further Education Principles

Module 1 - Perception

Learning outcome	Multiplicity	Connectedness	Critical Intelligence	Transformation
1 Knowledge and understanding of the meaning of perception and its subjective nature and that different people can have different perceptions of the same situation.	✗	✗	✗	✗
2 Knowledge and understanding of the formation of stereotypes and how they are used in society.	✗	✗	✗	✗
3 Evaluation of the limiting nature of preconception and stereotypes on individuals, on society and the growth of ideas (perceptions).	✗	✗	✗	✗
4 Recognition and explanation that perceptions can change and that reinterpretation is possible.	✗	✗	✗	✗

Module 2 - Culture

Learning outcome	Multiplicity	Connectedness	Critical Intelligence	Transformation
1 Knowledge and understanding of shared, cross-cultural human values and roles within the learning/classroom environment, the work environment and the local community.	✗	✗	✗	✗
2. Definition and correct use of terms associated with culture such as culture, society, groups, values, sex roles, ethnicity, religion, language, codes, ideas, institutions, beliefs, tools, customs, techniques, rituals, works of art and ceremonies.		✗		
3. Knowledge and understanding of how culture is learnt and that it is the integrated pattern of human knowledge, belief and behaviour.	✗	✗	✗	✗
4. Knowledge and understanding of the ways in which culture defines values; that values are personal and hierarchical; and that this hierarchy may change according to circumstances.	✗	✗	✗	
5. Knowledge and understanding that all culture consists of many subcultures and that a human monoculture is not possible.	✗	✗	✗	✗
6. Formulation of positive strategies to facilitate cross-cultural communication	✗	✗	✗	✗

Module 3 - Rights, Responsilities and Values

Learning outcome	Multiplicity	Connectedness	Critical Intelligence	Transformation
1 Knowledge and understanding of 'human rights' and responsibilities underpinning Australian Society and the structures in place to deal with discrimination when it occurs.	✗	✗		
2. Knowledge and understanding that there is a shared acceptance of some significant values that define Australian Society but that individuals prioritize these values differently and may concurrently hold independent values.	✗	✗	✗	✗
3. Acknowledgment that to express one's own culture and beliefs involves a reciprocal responsibility to accept the rights of others to express their views and values.	✗	✗	✗	✗

Module 4- Interpersonal Communication

Learning outcome	Multiplicity	Connectedness	Critical Intelligence	Transformation
1. Knowledge and understanding that communication is a complex and subtle process.		✗	✗	
2. Knowledge and understanding of the influence of culture on communication.	✗	✗	✗	
3. Demonstration of strategies to facilitate cross-cultural communication.	✗	✗	✗	✗
4. Knowledge and understanding of the value of using assertive rather than passive or aggressive language.		✗	✗	
5. Knowledge and understanding of the difficulties of learning a new language and associated customs.	✗	✗	✗	✗

5.2 Learning outcomes in relation to the Mayer Competencies / General Curriculum Options Module of the CERTIFICATE OF GENERAL EDUCATION FOR ADULTS

Modules	Mayer Competencies (GCO)							
	1	2	3	4	5	6	7	8
	Can collect, analyse and organise information	Can plan and organise activities	Can communicate ideas and information	Can work with others and in teams	Can use mathematical ideas and techniques	Can solve problems	Can use technology	Identify, analyse and apply the practices of culture
Module One								
Learning Outcome 1	✗	✗	✗	✗	❇	✗	■	✗
Learning Outcome 2	✗	✗	✗		❇	✗	■	✗
Learning Outcome 3	✗	✗	✗		❇	✗	■	✗
Learning Outcome 4	✗	✗	✗		❇	✗	■	✗
Module Two								
Learning Outcome 1	✗	✗	✗	✗	❇		■	✗
Learning Outcome 2	✗	✗	✗	✗	❇	✗	■	✗
Learning Outcome 3	✗	✗			❇	✗	■	✗
Learning Outcome 4	✗	✗	✗	✗	❇	✗	■	✗
Learning Outcome 5	✗	✗	✗	✗	❇	✗	■	✗
Learning Outcome 6		✗			❇	✗	■	✗
Module Three								
Learning Outcome 1	✗	✗	✗		❇	✗	■	✗
Learning Outcome 2	✗	✗			❇	✗	■	✗
Learning Outcome 3	✗	✗		✗	❇	✗	■	✗
Module Four								
Learning Outcome 1		✗	✗	✗	❇	✗	■	✗
Learning Outcome 2	✗		✗	✗	❇	✗	■	✗
Learning Outcome 3	✗	✗	✗		❇	✗	■	✗
Learning Outcome 4	✗	✗			❇	✗	■	✗
Learning Outcome 5	✗	✗	✗	✗	❇	✗	■	✗

■ If students use computers or the Internet, video, tape recorders etc. as part of their studies, then GCO 7 (above) will be fulfilled.

❇ Teachers can include graphs and mathematical processes to fulfil the criteria for GCO 5.

6. EDUCATIONAL PRACTICES

6.1 Delivery modes

This course has been designed to be delivered part time, full time, in the workplace, educational setting or as an adjunct to other courses.

Since the outcomes are designed to highlight communication, the course should be delivered face-to-face with ample opportunity for small group discussions. Distance education would be inappropriate as shared experiences form the basis of the course.

It is essential that the module be delivered in a way that meets the needs of all participants. Teaching methods should meet the requirements of "Transforming Lives, Transforming Communities" and should allow for individual differences and learning styles.

6.2 Assessment

Students should be assessed across as wide a range of activities as possible such as:

Practical tasks
Written work/assignments/poetry/songs
Oral communication
Oral questioning
Oral explanation or presentation
Discussion.

One off assessment tasks/activities do not provide a reliable measure of competence and should not be practiced. Students must be allowed to demonstrate competence in a variety of individual methods.

Assessment tasks/activities must not be culturally biased.

Instructions for assessment tasks/activities should be clear and explicit. Students should have a clear understanding of the criteria by which they will be judged.

Appropriate time levels should be allowed for completion of task/activity. (This may be over weeks according to the task set).

Assessment tasks/activities should be flexible so to allow students to demonstrate competence at different levels and in different ways.

Where it is possible it is recommended that learning outcomes be assessed together.

6.3 Assessing students with disabilities or language barriers

Flexibility in assessment methods is paramount in these cases. If writing in English is a barrier, alternative means of recording may be used; the student may be able to record responses in his/her own language (providing a translation is possible), the deaf may sign their answers, the blind answer orally or by use of a Braille typewriter. Time allowances must be made to enable students to respond in these alternative modes.

6.4 Conditions of assessment

The student will have access to:

- A learning environment appropriate to the task.
- Support and/or feedback from expert/mentor, advice, modeling and recourse to first/other language.
- Communication supports as required (e.g. dictionary).
- Texts at appropriate levels which utilize appropriate content for the learning group.

Opportunity for participation will be given to all individuals in discussion and/or writing, role-play etc.

6.5 Resources

There are no specialised facilities or equipment essential to the delivery of the course. However, learning environments should be appropriate for the task. This is likely to include:

- A classroom
- Blackboard/whiteboard
- Computer/s connected to the Internet (not mandatory)
- Books/magazines or access to them via libraries.

It is also recommended that class ideas/notes be kept as they are developed eg butchers paper or print-out from electronic whiteboard, as they are frequently used for comparison throughout the course.

This course should be delivered by trainers who are teachers or Workplace trainers. Those teaching the course at Level 3 of Certificate II in General Education for Adults; Level IV National Reporting System , should have Adult Literacy training or experience. The trainer should be adaptable and open to new ideas and experiences. The trainer should not exert religious, political or ideological pressures on students.

6.6 Ongoing monitoring and evaluation

Ongoing monitoring and evaluation of this course will be managed by the appropriate Curriculum Maintenance Manager acting on behalf of the ACFE Board, in consultation with course developers and practitioners. Procedures used for course maintenance are documented in the "Users Guide to Course Maintenance Processes for System Wide Quality Assurance". (STB/RMIT; 1993).

7. RECOGNITION OUTCOMES AND REQUIREMENTS TO RECEIVE QUALIFICATION

Students will receive a Statement of Attainment on completion of each module and a Statement of Attainment for Level III General Curriculum Options, (module from Certificate II in General Education for Adults), on completion of the four modules. However, should students undertake modules at a more advanced level, then the appropriate level of GCO can be attained. Refer to Certificate in General Education for Adults curriculum document.

8. PATHWAY OUTCOMES AND ARTICULATION AND CREDIT TRANSFER

On completion of this course, students would have gained credit in the GCO Stream of the Certificate II in General Education for Adults. The credit level would be dependent on the level of activities undertaken (see CGEA curriculum document for level details).

Although there is no other formal articulation or credit transfer arrangement, the personal and community development focus of the course is valuable as a preliminary study to further study, or as a part of existing courses in preparation for study/work in multicultural settings.

Therefore it has inherent value in the following pathways:

- Further Education to paid or unpaid work
- Further Education to community group
- Move within the site
- Move beyond the site
- Further Education to Further Education
- Further Education to Vocational Training.

Module 1 *Perception*

1. MODULE DETAILS

1.1 Module name
Perception

1.2 Module code
VBJ538

1.3 Discipline code
01042 Inter-cultural Studies

1.4 Nominal duration
15 Hours

1.5 Module purpose
This module will provide students with the understanding of perception and how it relates to their view of the world, how it is coloured by their beliefs, backgrounds and knowledge. They should understand that, as a result of cultural influences and the filtering in and out of information, stereotypes may be created and that these stereotypes may have little truth when applied to the whole of the group being stereotyped. At the end of the module, students should be able to acknowledge that perception change is possible.

1.6 Prerequisite modules
No prerequisites

1.7 Content summary
- Perception and its subjective nature.
- The realisation that different people have different perceptions of the same situation.
- Formation of stereotypes and how they are used in society. ie prejudice.
- Preconception and stereotypes and the effect of these on individuals, on society and the growth of ideas (perceptions).
- Perceptions change and reinterpretation is possible.

2. LEARNING OUTCOME DETAILS

Learning Outcome 1

Knowledge and understanding of the meaning of perception and its subjective nature and that different people can have different perceptions of the same situation.

ASSESSMENT CRITERIA

1.1 Identify at least three of the main sources/influences contributing to one's own personal ideas and beliefs.
1.2 Identify at least three of the possible sources/influences contributing to the ideas and beliefs of another person which are different to one's own.
1.3 Compare different sets of ideas, noting similarities and differences.
1.4 Give possible reasons for similarities and differences.
1.5 Define the term perception. This should include: subjective nature of perception, culture base of perception, "tuning in and tuning out" of details.

EXAMPLES OF ASSESSMENT TASKS

Numerous assessment tasks are possible involving the recognition of subjective perception.

It is suggested that several assessment tasks are used, eg optical illusions, mime, scenarios and accident reports.

a) From a "busy" picture students select three things they notice in the first few seconds. Responses are compared and reasons for their own and other students' selections discussed.
b) Construct a class list of the many factors contributing to personal ideas and beliefs. Students choose three main areas of influence on one aspect of their lives and discuss.
c) Critically analyse a paragraph, essay or conversation, identifying some of the factors that contributed to the author's/speaker's perception of the situation/topic.

Learning Outcome 2

Knowledge and understanding of the formation of stereotypes and how they are used in society.

ASSESSMENT CRITERIA

2.1 Define the term 'stereotype'.
2.2 Identify a range of positive and a range of negative examples of stereotypes.
2.3 List the images and characteristics associated with positive and negative stereotypes.
2.4 Explain the development of stereotypes.
2.5 List some groups who do not have a strong stereotype.
2.6 Explain why some groups do not have a strong stereotype.
2.7 Explain why some groups have developed strong positive or negative stereotypes.
2.8 Analyse how stereotypes are used in society, referring in particular, to the media.
2.9 Evaluate characteristics and accuracy of these images.
2.10 Evaluate the effect of the continual use of stereotypes in society on individuals.
2.11 Define racism, acknowledging institutional racism and personal racism.

EXAMPLE OF ASSESSMENT TASKS

a) Using a stereotype from the media, (eg Bikie, Asian) define the characteristics of the stereotype. Determine whether it is negative or positive. Discuss the characteristics portrayed and the accuracy of the resultant image. Discuss the effects on an individual from within that stereotyped group. (eg write a play or monologue from the position of that person).

b) Discuss Australian History from the point of view of the indigenous inhabitants, noting their interpretation of "discovery", "exploration" and "settlement".

Learning Outcome 3

Evaluation of the limiting nature of preconception and stereotypes on individuals, on society and the growth of ideas (perceptions).

ASSESSMENT CRITERIA

3.1 Identify several situations where an individual's potential could be limited by stereotyping.
3.2 Identify at least two health issues involved in stereotyping.
3.3 Explain how these health issues have a limiting effect.
3.4 Explain the effect on those who do not live up to stereotypes (eg all boys are good at science).
3.5 Explain the effects of cross-cultural stereotyping.
3.6 Explain the idea that stereotyping implies that no change in the individual is possible.
3.7 Explain the effects on a society of limiting the potential of individuals.

EXAMPLE OF ASSESSMENT TASK

a) Research and discuss a statement such as "Girls cannot do maths", explaining the restrictions this places on the individual and the effect it has on society.

Learning Outcome 4

Recognition and explanation that perceptions can change and that reinterpretation is possible.

ASSESSMENT CRITERIA

4.1 Identify changes in personal perception of individuals.
4.2 List ideas that have changed this century.
4.3 Explain why and how ideas change.
4.4 Identify some currently held ideas that might conceivably change in the next century.
4.5 Explain what may happen to facilitate the changing of these currently held ideas.

EXAMPLES OF ASSESSMENT TASKS

a) Research and present information on a perception in society that has undergone significant change indicating why this has occurred.
b) Research a currently held idea, eg
   The colonisation of Mars is impracticable.
   Teleportation is impossible.
   You have to diet and exercise to lose weight.
   Genetic engineering is immoral or dangerous.
   and discuss what changes to our current body of knowledge may make these change in the next century.
c) Identify two individuals about whom your perceptions have become more positive. Present your findings to the group.

3. EDUCATIONAL PRACTICES FOR LEARNING OUTCOMES

3.1 Assessment methods

		Assessment methods may include:
PERCEPTION	L.O.1	Small group discussion
		Class discussion
		Written assignment
	L.O.2	Class discussion
		Written assignment
	L.O.3	Written assignment
	L.O.4	Written assignment
		Presentation to small group
		Class discussion / debate

3.2 Conditions of assessment

The student will have access to;

- a learning environment appropriate to the task
- support and/or feedback from expert/mentor, advice, modelling and recourse to first/other language
- communication supports as required (eg dictionary)
- texts at appropriate levels which utilize appropriate content for the learning group
- opportunity for participation will be given to all individuals in discussion and/or writing, role-play etc
- students should be given at least three situations in which they compare their own perceptions with others.

3.3 Delivery of the module

This course has been designed to be delivered part time, full time, in the workplace, educational setting, or as an adjunct to other courses.
Since the outcomes are designed to highlight communication, the course should be delivered face-to-face with ample opportunity for small group discussions.

Distance education would be inappropriate as shared experiences form the basis of the course.

It is essential that the module be delivered in a way that meets the needs of all participants. Teaching methods should meet the requirements of "Transforming Lives, Transforming Communities" and should allow for individual differences and learning styles.

3.4 Delivery strategy

The content of this module is sensitive and contains emotive areas of human experience, therefore, teachers should allow students time to accommodate information that may challenge their attitudes and beliefs.

Since the learning outcomes are based on the sharing of information, beliefs and attitudes, face-to-face delivery is necessary.

Small and large group work, discussion and individual oral and written contribution will form the basis of student interaction.

3.5 Resource requirements

This course should be delivered by trainers who are teachers or Workplace trainers. Adult Literacy training or experience is recommended. The trainer should be adaptable and open to new ideas and experiences. The trainer should not exert religious, political or ideological pressures on students.

3.6 Occupational health and safety requirements

It is essential that Occupational Health and Safety requirements be met eg. adequate lighting and seating arrangements, tables of appropriate height for writing. If computers are used; eye breaks, seating of correct height and appropriate lighting are necessary.

Module 2 *Culture*

1. MODULE DETAILS

1.1 Module name
Culture

1.2 Module code
VBJ539

1.3 Discipline code
01042 Inter-cultural Studies

1.4 Nominal duration
30 Hours

1.5 Module purpose
"No culture can live, if it attempts to be exclusive"

Mahatma Gandhi

The aim of this module is to give the student an understanding of the term culture, that it is not static, that it stems from a wide range of individual values, beliefs, behaviours, customs and the intrinsic values of the country, such as government, law and religion.

Students should also recognise that their view of culture is only one view and that other views are of equal value.

At the end of this module students should be in a position to recognise the value of cultural diversity.

1.6 Prerequisite modules
Perception

1.7 Content summary
- Culture in regard to the classroom/learning group.
- Culture in regard to the learning environment/work environment.
- Culture in the community.
- Shared, common cross-cultural human values/roles.

- Correct use of the term 'culture' and associated terms such as, society, groups, values, sex roles, ethnicity, religion, language, codes, ideas, institutions, beliefs, tools, customs, techniques, rituals, works of art and ceremonies.
- Culture is the integrated pattern of human knowledge, belief and behaviour and how it is learnt.
- Culture defines values.
- Values are personal and hierarchical.
- Value hierarchies may change according to circumstances.
- Culture is made of many subcultures and that a human monoculture is not possible.
- Positive strategies to facilitate cross-cultural communication when beliefs and values conflict.

2 LEARNING OUTCOME DETAILS

Learning Outcome 1

Knowledge and understanding of the idea of culture and shared cross-cultural human values and roles within and across the following groups:

- the classroom / learning environment
- the workplace / work environment
- the local community

ASSESSMENT CRITERIA

1.1 Analyse the classroom / learning group to determine the cultural groups within it.
1.2 Analyse a workplace / work environment to determine the cultural groups within it.
1.3 Analyse the local community to determine the cultural groups within it.
1.4 Identify roles of individuals within each of the three groups.
1.5 Determine the common roles of individuals across the three groups
1.6 Identify and compare shared values across the three groups (ie shared human values).

EXAMPLE OF ASSESSMENT TASK

a) Each student investigates a group other than their own eg sports club, family, workplace etc. Identifying roles and values of the group and common shared human values and roles and presents findings to class.

Learning Outcome 2

Definition and correct use of terms associated with culture.

ASSESSMENT CRITERIA

2.1 Define and correctly use the words:

Culture	Society	Groups	Values	Sex Roles	Ethnicity
Religion	Language	Codes	Ideas	Institutions	Beliefs
Tools	Customs	Techniques	Rituals	Works of art	Ceremonies

EXAMPLE OF ASSESSMENT TASK

a) In small groups, students research a number (dependent on ability levels) of the above terms and present their findings to the group in form of visual display/role-play/short talk.

Learning Outcome 3

Knowledge and understanding of how culture is learnt; that culture is the integrated pattern of human knowledge, belief and behaviour.

ASSESSMENT CRITERIA

3.1 Outline several items of knowledge from own culture and identify the sources.

3.2 Outline a range of beliefs from own culture and identify sources.

3.3 Outline a range of learnt behaviours from own culture and identify sources.

3.4 Detail an integrated pattern of belief, knowledge and behaviour in own or other culture.

EXAMPLES OF ASSESSMENT TASKS

a) Students study a ritual, custom or ceremony from any society/ culture and decide what beliefs, behaviour and knowledge were involved in its creation.

b) Examine Christmas and detail the integrated pattern of knowledge, belief and behaviour.

Learning Outcome 4

Knowledge and understanding of the ways in which culture defines values; that values are personal and hierarchical; and that this hierarchy may change according to circumstances.

ASSESSMENT CRITERIA

4.1 Identify personal values.
4.2 Prioritise personal values and explain reasons for their hierarchy.
4.3 Identify and validate others' hierarchies' of values.
4.4 Identify and explain Maslow's Hierarchy of Needs.
4.5 Identify some areas where hierarchy of values may be overturned.
4.6 Describe some circumstances that may cause changes in personal hierarchy of values.

EXAMPLE OF ASSESSMENT TASKS

a) Students undertake a project to explore one personal value and their perception of its formation. eg school, media, church, family, peer group, special person. Compare this with another student's project. Discuss with third student how the personal values differ.
b) Students compare own values/needs to Maslow's Hierarchy and discuss personal situations where these may change.

Learning Outcome 5

Knowledge and understanding that all culture consists of many subcultures and that a human monoculture is not possible.

ASSESSMENT CRITERIA

5.1 Define subculture.
5.2 Define monoculture.
5.3 Compare subculture and monoculture.
5.4 Hypothesise the limiting nature of a monoculture.
5.5 Identify four cultural groups within the cultural make-up of Australia.
5.6 Explain the characteristics of each of the four cultural groups.
5.7 Note the similarities and differences of each of the four cultural groups.

EXAMPLES OF ASSESSMENT TASKS

a) In small groups students attempt to describe a monoculture and conclude whether it is possible or desirable.
b) Research one cultural group and present a visual display with written commentary of the group.

Learning Outcome 6

Formulation of positive strategies to facilitate cross-cultural communication when beliefs and values conflict.

ASSESSMENT CRITERIA

6.1 Explain the advantages and disadvantages of having subcultures/ diversity.
6.2 Explain which values/roles may cause conflict.
6.3 Identify some areas where cross-cultural conflict may occur within cultures.
6.4 Formulate positive strategies to deal equitably with cross-cultural conflict.

EXAMPLE OF ASSESSMENT TASKS

a) Given scenarios representing cultural conflict of beliefs and values between two or more people, identify the cultural reasons for conflict, the problems for both/all participants and the advantages of having diverse input and background in the given situation.
b) List positive strategies for participants to facilitate cross-cultural communication.

3. EDUCATIONAL PRACTICES FOR LEARNING OUTCOMES

3.1 Assessment methods

		Assessment methods may include:
CULTURE	L.O. 1	Interview
		Written assignment or presentation
	L.O.2	Presentation -visual display
		-role play
		-presentation
	L.O.3	Written assignment
	L.O.4	Project
		Small group discussion
	L.O.5	Visual Display
		Written Commentary
	L.O.6	Short answer task
		Written assignment

3.2 Conditions of assessment

The student will have access to;

- a learning environment appropriate to the task
- support and/or feedback from expert/mentor, advice, modelling and recourse to first/other language
- communication supports as required (eg dictionary)
- texts at appropriate levels which utilize appropriate content for the learning group
- opportunity for participation will be given to all individuals in discussion and/or writing, role-play etc.

3.3 Delivery of the module

This course has been designed to be delivered part-time, full-time, in the workplace, educational setting or as an adjunct to other courses.
Since the outcomes are designed to highlight communication, the course should be delivered face-to-face with ample opportunity for small group discussions.

Distance education would be inappropriate as shared experiences form the basis of the course.

It is essential that the module be delivered in a way that meets the needs of all participants. Teaching methods should meet the requirements of "Transforming Lives, Transforming Communities" and should allow for individual differences and learning styles.

3.4 Delivery strategy

The content of this module is sensitive and contains emotive areas of human experience. Teachers should allow students time to accommodate information that may challenge their attitudes and beliefs.

Since the learning outcomes are based on the sharing of information, beliefs and attitudes, face-to-face delivery is necessary.

Small and large group work, discussion and individual oral and written contribution will form the basis of student interaction.

3.5 Resource requirements

This course should be delivered by trainers who are teachers or Workplace trainers. Adult Literacy training or experience is recommended. The trainer should be adaptable and open to new ideas and experiences. The trainer should not exert religious, political or ideological pressures on students.

3.6 Occupational health and safety requirements

It is essential that Occupational Health and Safety requirements are met eg. adequate lighting and seating arrangements, tables of appropriate height for writing. If computers are used; eye breaks, seating of correct height and appropriate lighting are necessary.

Module 3

Rights, Responsibilities and Values

1. MODULE DETAILS

1.1 Module name
Rights, Responsibilities and Values

1.2 Module code
VBJ540

1.3 Discipline code
02999 Social Studies Other

1.4 Nominal duration
15 Hours

1.5 Module purpose
The aim of this module is to inform the student that human rights exist, that all people are entitled to the benefits of these but that there are inherent responsibilities to uphold these rights.

The student needs to come to realise that discrimination is not acceptable and that there are procedures to deal with this when it occurs.

1.6 Prerequisite modules
None, although student will benefit from having done the modules on Perception and Culture.

1.7 Content summary
- Human rights and responsibilities underpinning Australian Society and the structures in place to deal with discrimination when it occurs.
- There are some significant shared values that define Australian Society but that individuals prioritise these values differently and may concurrently hold independent values.
- To express one's own culture and beliefs involves a reciprocal responsibility to accept the rights of others to express their views and values.

2. LEARNING OUTCOME DETAILS

Learning Outcome 1

Knowledge and understanding of 'human rights' and responsibilities underpinning Australian Society and the structures in place to deal with discrimination when it occurs.

Assessment Criteria

1.1 Create a personal list of individual 'rights'.
1.2 Identify the values and/or beliefs behind this personal list of 'rights'.
1.3 Compare personal list of 'rights' with United Nations "Bill of Rights".
1.4 Identify beliefs behind the United Nations "Bill of Rights".
1.5 Compare Australian privileges/responsibilities with the United Nations "Bill of Rights".
1.6 Define discrimination.
1.7 Explain why discrimination may occur.
1.8 Outline the procedures for dealing with discrimination in Australia with reference to the Anti-Discrimination and Equal Opportunity Acts.

EXAMPLE OF ASSESSMENT TASKS

a) Compile a list of individual perceptions of human rights. Predict the number of human rights in "The United Nations Human Rights Articles". Compare lists with the "The United Nations Human Rights Articles". Write and/or discuss the differences you found. Discuss the UN Declaration of Human Rights, with relation to Australian residents
b) Outline procedures to deal with discrimination in Australia.

Learning Outcome 2

Knowledge and understanding that there is a shared acceptance of some significant values that define Australian Society but that individuals prioritise these values differently and may concurrently hold independent values.

ASSESSMENT CRITERIA

2.1 List individual perception of Australian values and prioritise these.
2.2 Compare with other students and discuss variations in the perceptions and priorities of Australian values.
2.3 Determine values implicit in an Australian media presentation/text and compare with own list (see 2.1).
2.4 Compile list of the shared or common Australian values (from own list, other students' and media text).

EXAMPLE OF ASSESSMENT TASKS

a) Choose a personality featured in the media. From their words or from an article written about them attempt to determine their values about Australian Society. Compare with personal values.

Learning Outcome 3

Acknowledgment that to express one's own culture and beliefs involves a reciprocal responsibility to accept the rights of others to express their views and values.

ASSESSMENT CRITERIA

3.1 Identify a range of beliefs from a culture other than one's own and discuss the value of each.
3.2 Identify and explain two traditions from other cultures.
3.3 Examine personal values/cultures and/or traditions shared by a member of another culture.
3.4 Identify customs you find difficult to accept.
3.5 Analyse the values, behaviours and/or conditions that have contributed to the formation of these customs identified in 3.4

EXAMPLE OF ASSESSMENT TASK

a) Construct a list of customs that are difficult to accept (eg. the custom of eating animals which in other cultures are regarded as pets), and identify the foundations of the difficulty of acceptance, as well as the reasons for the custom.

3. EDUCATIONAL PRACTICES FOR LEARNING OUTCOMES

3.1 Assessment methods

Assessment methods may include:

RIGHTS, RESPONSIBILITIES AND VALUES

L.O. 1	Short written answers Written assignment Class discussion
L.O.2	Written assignment - analysis and comparison
L.O.3	Short written response and discussion

3.2 Conditions of assessment

The student will have access to;

- a learning environment appropriate to the task
- support and/or feedback from expert/mentor, advice, modelling and recourse to first/other language
- communication supports as required (eg dictionary)
- texts at appropriate levels which utilise appropriate content for the learning group
- opportunity for participation will be given to all individuals in discussion and/or writing, role-play etc
- access to copy of United Nations Declaration of Human Rights
- access to copy of booklet "What it means to be an Australian Citizen" from the Department Of Immigration And Multicultural Affairs.

3.3 Delivery of the module

This course has been designed to be delivered part-time, full-time, in the workplace, educational setting, or as an adjunct to other courses. Since the outcomes are designed to highlight communication, the course should be delivered face-to-face with ample opportunity for small group discussions.

Distance education would be inappropriate as shared experiences form the basis of the course.

It is essential that the module be delivered in a way that meets the needs of all participants. Teaching methods should meet the requirements of "Transforming Lives, Transforming Communities" and should allow for individual differences and learning styles.

3.4 Delivery strategy

The content of this module are sensitive and emotive areas of human experience and teachers should allow students time to accommodate information that may challenge their attitudes and beliefs.

Since the learning outcomes are based on the sharing of information, beliefs and attitudes, face-to-face delivery is necessary.

Small and large group work, discussion and individual oral and written contribution will form the basis of student interaction.

3.5 Resource requirements

This course should be delivered by trainers who are teachers or Workplace trainers. Adult Literacy training or experience is recommended. The trainer should be adaptable and open to new ideas and experiences. The trainer should not exert religious, political or ideological pressures on students.

3.6 Occupational health and safety requirements

It is essential that Occupational Health and Safety requirements are met eg. adequate lighting and seating arrangements, tables of appropriate height for writing. If computers are used; eye breaks, seating of correct height and appropriate lighting are necessary.

Module Information

Module 4

Interpersonal Communication

1. MODULE DETAILS

1.1 Module name
Interpersonal Communication

1.2 Module code
VBJ541

1.3 Discipline code
13011 Self development awareness

1.4 Nominal duration
15 Hours

1.5 Module purpose
The purpose of this module is to enable students to develop the skills and knowledge to communicate effectively interpersonally and cross-culturally.

At the end of this module, students should be able to understand that communication is two way, that perceptions may differ and that allowances must be made on both sides when communication is cross-cultural.

An understanding of this should encourage students to meet and interact with each other.

1.6 Prerequisite modules
The modules Perception and Culture

1.7 Content summary

- Communication is a complex and subtle process.
- The influence of culture on communication.
- Strategies to facilitate cross-cultural communication.
- Assertive, passive and aggressive language.
- The difficulty of learning a new language and associated customs.

2. LEARNING OUTCOME DETAILS

Learning Outcome 1

Knowledge and understanding that communication is a complex and subtle process.

ASSESSMENT CRITERIA

1.1 Identify and explain the different parts of a communication model.
1.2 Explain why communication is a process and not a product.
1.3 Deliver clear spoken messages.
1.4 Utilise active listening techniques to identify the meaning of the message.
1.5 Acknowledge the importance and effect of feedback to the flow of communication.

EXAMPLE OF ASSESSMENT TASK

a) Student observes a conversation pair, noting the clarity of the message spoken, active listening techniques, provision of feedback and non-verbal communication in both listener and speaker. Report back to both listener and speaker about their performance.

Learning Outcome 2

Knowledge and understanding of the influence of culture on communication.

ASSESSMENT CRITERIA

2.1 Distinguish between verbal and non-verbal communication.
2.2 Explain how shared values, beliefs, goals and experience facilitate effective communication.
2.3 Explain how differing values, beliefs, goals, experience and roles can hinder communication.
2.4 List several acceptable and several non-acceptable examples of body language in Australian and other cultures.

EXAMPLE OF ASSESSMENT TASK

a) Students in pairs take part in two role plays. One where there is a shared common interest, eg sport, and one where there is no shared common interest. Outline how shared values, beliefs and goals facilitate effective communication and how lack of these hinders communication.

Learning Outcome 3

Demonstration of strategies to facilitate cross-cultural communication.

ASSESSMENT CRITERIA

3.1 Identify potential communication difficulties.
3.2 Identify and describe possible causes of cultural misunderstandings.
3.3 Develop strategies for avoiding problems in cross cultural communication.
3.4 Demonstrate use of some of the following strategies:
- Be patient and tolerant.
- Avoid pushing views on others.
- Encourage others to join in.
- Empathise with difficulties that members of another culture face.
- Promote unity based on shared goals.
- Avoid jargon and slang expressions.
- Avoid sounding condescending.
- Avoid putting a number of questions together.
- Check for understanding by asking questions
- Use positive statements.

EXAMPLE OF ASSESSMENT TASK

a) Write a short dialogue where there are cross-communication problems and use at least four of the above strategies to overcome the difficulties and/or role-play the dialogue.

Learning Outcome 4

Knowledge and understanding of the value of using assertive rather than passive and aggressive language.

ASSESSMENT CRITERIA

4.1 Describe and provide example/s of passive language.
4.2 Describe and provide example/s of aggressive language.
4.3 Describe and provide example/s of assertive language.
4.4 Explain the effectiveness of passive, aggressive and assertive language when used to deal with or respond to a conflict situation.

EXAMPLE OF ASSESSMENT TASKS

a) Differentiate between assertive, passive and aggressive language in relation to a given situation.
b) Use assertive language to deal with 3 scenarios.

Learning Outcome 5

Knowledge and understanding of the difficulty of learning a new language and associated customs.

ASSESSMENT CRITERIA

5.1 Learn basic greetings and introductions in another language

5.2 List issues associated with learning another language with reference to:

- Memory
- Sound production
- Ethnicity
- Body language
- Customs

EXAMPLE OF ASSESSMENT TASKS

a) Use appropriately, greetings from ten different languages and/or learn basic questions and answers:

Hello how are you?
What is your name?
My name is .....
Where are you from?
I'm from .....
How long have you been here?
I've been here .....

b) After attempting to learn basic greetings and introductions in another language, students share their experience and difficulties with the group.

3. EDUCATIONAL PRACTICES FOR LEARNING OUTCOMES

3.1 Assessment method

Assessment methods may include:

INTERPERSONAL COMMUNICATION

L.O.1	Small group discussion Class discussion Practical exercise
L.O.2	Small group discussion/ written response
L.O.3	Small group observation Report to small group
L.O.4	Role play Short reading exercises
L.O.5	Short answer Practical exercise

3.2 Conditions of assessment

The student will have access to;

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- texts at appropriate levels which utilize appropriate content for the learning group
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3.3 Delivery of the module

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3.4 Delivery strategy

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The ACFE Clearinghouse of Resources at ARIS, the Adult Education Resource and Information Service.

The ACFE Clearinghouse of Resources at ARIS provides access to all publications of ACFE, the Adult, Community and Further Education Board of Victoria, including reports, plans, curriculum materials and much more. Copies of all items are held in the ARIS Resources Collection.

All the publications are available both for loan and for purchase.

You can access the **Clearinghouse** in two ways:

- VISIT the Clearinghouse on the web at **http://sunsite.anu.edu.au/language-australia/acfech**
- VISIT the **Clearinghouse** in person at ARIS and search the database by visiting us between 9.00am and 5.00pm, Monday to Friday at:

ARIS, Language Australia
Level 2, AMES Building
255 William St
Melbourne Victoria

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Contacting us

Feel free to contact us with any queries about the Clearinghouse, ARIS or ACFE. Our phone number is: (03) 9926 4779 and our email is aris@la.ames.vic.edu.au

Adult Education in the Community

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